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The "Heights" program, as part of The Great Cities School Improvement Program, is based on the belief that much can be done to change the patterns of aspiration, achievement, and adjustment which culturally deprived youth tend to follow. Traditional goals of education will be followed, but the teachers and staff will have at their disposal a group of specialists and consultants whose job will be to assist in implementing the school improvement programs and programs of cultural enrichment. These include the school-community coordinator, the counselors, the nurse, the language-lab instructor, the home-community coordinator, and the office staff. The classroom teachers will receive much additional in-service training and re-orientation directed at enabling them to help the students achieve their maximum potential. Included will be a talent search program for both teachers and students. Special teaching talents should be utilized more fully in helping to overcome the problems of education in the Great Cities. The students' talents should be identified and developed long before the child reaches the twelfth grade. The program is being developed relative to school organization, school personnel, and the student and the community.

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FORD FOUNDATION PROJECT
GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
SCHOOL-COMMUNITY CO-ORDINATING TEAM
PHILADELPHIA, PENNSYLVANIA

HEIGHTS PROGRAM

William Henry Harrison School
11th and Thompson Streets
Philadelphia 22, Penna.

ED001006

THE HARRISON "HEIGHTS" PROGRAM

The Ford Foundation Project at Harrison will be known as the Harrison "Heights" Program.

As we enter into the great challenge of the Great Cities School Improvement Program of the Ford Project, in its attempt to bridge the gap between ignorance and intelligence; between apathy and curiosity; between crudity and skill; between wrong and right; between failure and success; we must be ever mindful of the true meaning and purpose of education.

We look upon Education as the whole set of changes produced in a person by learning. Therefore our aim is to provide for our children the best possible education obtainable, and that, to the highest degree of which they are capable of absorbing it. Education keeps our society moving toward progress. It gives man the chance to improve his way of life and that of others.

The Ford Project points the way to the development of an educational program uniquely designed for children of limited background. It aims to discover and develop to the fullest all the talents of our children whether visible or latent.

Upon close examination - the objectives are not new, but are the aims that good teachers have always striven to achieve. The only difference lies in the fact that in this program the teacher has at her disposal more specialized assistance; more and better materials; and greater freedom to develop new and better ways of communication.

We can well use the slogan of the Workshop - "We don't have the answers, but we're hunting." Let this hunt never cease!

Just as the programs of the seven participating cities will remain unique in many aspects; so will the programs of the four Philadelphia pilot schools be dissimilar in respects although their objectives will, by and large, be the same.

We hope to attain our objectives through the team approach. We must effect changes in current school practices to bring about realistic working relationships between the teacher, child and the parent and to provide a satisfactory elementary school program for culturally deprived children.

What we hope to Achieve by virtue of this project:

1. The improvement of instruction by the development of more effective instructional methods and materials.
2. To raise the cultural and achievement levels of pupils, by a program of enrichment.
3. To raise the aspirations (ambitions) of pupils for whom we are responsible.
4. To find ways of identifying talent of our pupils.
5. To find ways of increasing parental responsibility.
6. To mobilize and utilize fully all community resources.

The above aims must undergo constant review and evaluation, lest we drift into a state of either complacency or apathy.

It must be understood by all that flexibility must guide our efforts as plans and methods must undergo revision in the light of developments.

The following basic assumptions will be tested as they contribute to the attainment of our major objectives.

A. That parents can be motivated to assume increasing responsibilities for the solution of family, community, and school problems.

B. That interest and understanding of the democratic way of life can be developed among parents by a program that coordinates the efforts of the school and all other social agencies.

C. That unique and pressing cultural and social needs of these families must be identified and met before the school program can perform more effectively.

D. That pupil achievement (I.Q.) can be raised.

E. That opportunities for achieving recognition, security and a sense of belonging must be provided.

Since the main objectives of the program are to raise the Cultural and Achievement levels of our pupils, the "Heights" program proposes a four-pronged drive toward our goal, as follows:

I. The program as it relates to the School Organization.

II. The program as it relates to the Personnel.

III. The program as it relates to the Child.

IV. The program as it relates to the Community.

I. The School Organization:

The success of the "Heights" project will depend, in large measure, upon an understanding of all facets of the school organization, and a determination to adhere to all routines and directives.

A. The core of our organization is Constructive School Discipline. This can be achieved by

1. Strict adherence to duty assignments.
2. Insistence upon correct line formations and passings.
3. An orderly routine in the distribution of all materials.
4. The development and maintenance of a healthful, purposive and tension-free classroom climate.
5. The faithful adherence to a lag-free daily program.
6. A physically attractive classroom.

B. Grade Groupings:

It was thought that grades 1,2 and 3 be grouped because of the curricular content and the greater stress to be placed upon Primary Languag Arts and Enrichment features. This grouping may well necessitate separate specialized faculty meetings for these grades.

The 5th and 6th grades with their similar materials and emphases would constitute a second group.

The 4th grade would be a transition grade and would come in for an intensified program that could necessitate its separate treatment.

C. Utilization of Special Faculty Talents and Skills

1. The early determination of special skills and talents in the faculty in the fields of

   (a) Art and Industrial Arts
   (b) Music
   (c) Dramatics
   (d) Athletics
   (e) Study Skills as Reading, Writing, Creative Writing, Arithmetic, Map Making, Story Telling, etc.

   (f) Guides for Trips, etc.

2. These special talents should be so organized as to provide for their maximum availability to stimulate pupil growth and simultaneously to further teacher growth.

3. The Organizational Rosters and Schedules should be made with these Cultural assets in mind.

D. The Judicious Use of all Equipment and Materials

1. A complete inventory of all visual-audio equipment, books, and instructional aids will make possible their rapid location and complete utilization.

2. Where grouping or scheduling permits, a sharing of basic equipment may be both possible and fruitful.

II. The Program as it relates to the Personnel.

The complete school personnel constitutes the team, with the principal as the head or Captain.

The team may be viewed as follows:

(a) The Principal
(b) The Coordinator
(c) The Counselors (2)
(d) The Nurse
(e) The Orientation(Language-Lab.) Teacher.
(f) The Home Community Coordinator
(g) The Classroom Teacher
(h) The Office Staff

This team will plan, institute and constantly evaluate a program of sequential activities for teachers, pupils and parents.

Responsibilities of Project Personnel

In addition to their joint responsibilities as members of the team; each will have clearly defined individual responsibilities pointed toward raising the level of cultural attainment, academic achievement and the search for and development of talent.

The superintendents of the 14 largest cities determined that unless some solution was found - then the large cities were doomed. Unless we can develop and raise succeeding generations of young people who can improve and utilize the vast material advantages then the situation is hopeless.

We believe that a solution can be found, and that our Harrison "Heights" program will play its part in pointing the way.

RESPONSIBILITIES AND FUNCTIONS OF THE SCHOOL-COMMUNITY COORDINATOR

The Ford Project in Philadelphia is based on the belief that changes can be made in the aspiration, achievement and adjustment patterns which youth tend to follow under conditions of cultural deprivation. Attitudes and practices prevailing in the home and the community directly affect the readiness of boys and girls for learning and the quality of their performance in school.

The importance of the work of the school-community coordinator becomes apparent in the light of changes which must occur in the home life and the community environment if the school is to realize its potential for enriching and broadening the perspective of most of the pupils. The coordinator will find it necessary to engage in a number of diversified activities. All of these will be directed at the improvement of each pupil's out-of-school life. As the work of the school-community coordinator becomes effective and the school's program develops, there is the hope that each pupil, according to his individual capacities, will seek higher personal goals, will experience improved scholastic achievement and will increasingly adjust himself to the social and educational disciplines required for democratic living.

The responsibilities of the coordinator will be compatible with her particular school team. In addition, she will specifically need to:

1. Work directly with individual parents in their homes.
2. Meet and plan with parent groups.
3. Enlist and encourage the participation of parents in appropriate school activities.
4. Develop and maintain contacts with community organizations, local religious institutions and youth-serving agencies.
5. Refer parents with particular problems to proper school personnel (i.e. counselor, nurse, principal, vice-principal).
6. Interpret goals of the school to parents and community.
7. Keep team informed regularly regarding plans, problems and progress of the coordinator's efforts.

The school-community coordinator, in order to fulfill these responsibilities should perform all or most of the following functions and activities.

1. Visit pupils' homes (always with a specific purpose in mind, with a desire to strengthen the home life of the pupil and with a clear understanding of how the visit should proceed.)
2. Communicate by letter and telephone (home visitation follow-up may require subsequent informational contacts.)
3. Build a resource file of particular parent talents and problems which might be used as a part of the school enrichment program.
4. Tactfully assist parents to improve physical conditions of their homes which affect the study and learning habits of pupils.

5. Arrange orientation meetings at school for parents of pupils who enter school during the school term.

6. Plan conferences for parents to discuss home and community problems. (These meetings would be in addition to scheduled Home and School Association meetings.)

7. Organize parent sponsors to take groups of children to various cultural enrichment functions.

8. Organize parent activities which would lead to cultural enrichment for the adults in the community.

9. Become familiar with the work and programs of community organizations, social agencies, church groups and youth services in the school-community.

10. Become familiar with the services offered by the school. (Use the school services by referring parents to the appropriate school staff member.)

11. Become familiar with the goals of the Ford Project, the goals and philosophy of the school in which you are serving and the ways by which the school is attempting to implement these goals. (Be prepared to inform others of the school's work and develop channels whereby parents and community groups may participate with the school in achieveing its goals.)

12. Devise, with the aid of the school team, procedures for keeping the faculty and community informed of the work of the school-community coordinator.

13. Keep the team informed of particular pupil out-of-school community services and activities.

THE ROLE OF THE SCHOOL COUNSELOR IN THE PHILADELPHIA FORD PROJECT

Procedures and services established in the Philadelphia counseling program will require little modification in order to adapt to the needs of the Ford Project. Individual guidance to pupils and their parents is already an intrinsic and important phase of the daily work of our school counselors. This will necessitate understanding on the part of all team members and the school faculties of the nature of the counseling program, the process of referral and the specific service which the counselor may offer to the total school instructional program.

The school counselors, therefore, will need to engage in the following activities in relation to the Ford Project.

1. Orient all team members and faculties(particularly the school-community coordinators) in an overview of the various functions and responsibilities of counseling.

2. Delineate the kind of problems which appropriately should be considered when referring a pupil or parent to the counselor for guidance or for agency assistance.

3. Indicate the unique responsibility and competence of the counseling service for securing information from social agencies and the importance of using the counselor for contacting such agencies.

4. Arrange inter-agency conferences to determine primary responsibility for family planning.

5. Request team study of particular counseling cases that would assist the project members to gain insights into problems affecting the outcomes of the project.

6. Establish criteria for selecting children for intensive counseling service.

7. Be prepared to inform school personnel of school and community problems which impinge upon the achievements, aspirations and adjustments of pupils.

8. Refer pupils and parents to team and faculty members for special attention and service.

9. Be prepared to interpret the counseling service to parent groups and community organizations.

READING LABORATORY PROGRAM

AIMS:

1. To assist teachers in determining the instructional and independent reading level of children.

2. To relieve frustration in the reading situation.

3. To enrich the child's reading background.

4. To provide library books on the child's independent reading level.

5. To provide techniques of teaching for children who cannot succeed by visual-auditory methods.

THE ROLE OF THE ORIENTATION (LANGUAGE LAB.) TEACHER IN THE "HEIGHTS" PROGRAM

The Scope and Sequence of the Language-Laboratory Program will be appended as a supplement.

SUGGESTED ACTIVITIES OF THE SCHOOL NURSE IN THE FORD FOUNDATION PROGRAM

1. With other team members to appraise in detail the health needs of the school and the community.

2. With the assistance of the faculty to strive to develop in parents, teachers, and pupils an awareness of the relationship of good health to the maximum potentialities for scholastic achievement.

3. To develop cooperatively with the team, the faculty, and the pupils a sound health program with special emphasis on:
The conservation and improvement of the pupil's health with prompt attention to the correction and treatment of physical defects, and increased competency on his part for self-supervision; the development and maintenance of a safe, sanitary, healthful environment in the home, school and the community.

4. To keep all people involved in the health program informed as to how it is being developed and implemented.

5. To keep records and reports for continuity and evaluation of the program and the service, to evaluate the program at regular intervals, and to acquaint all participants in the program with the results of the evaluation.

SPECIFIC ACTIVITIES IN WHICH THE NURSE MIGHT ENGAGE

1. To interpret school health objectives to pupils and parents and assist them in achieving a carry-over in the home by motivating them towards the acceptance of desirable health standards by teaching:

   a. Good nutrition.
   b. Good personal hygiene - physical, including oral, and mental.
   c. Good home hygiene and sanitation.
   d. Accident prevention.
   e. Preventive dental care.
   f. Prompt medical attention for illness and injury.
   g. Prevention and control of communicable disease.
   h. Complete immunization for the children during the first year of life, and subsequent boosters as needed.

2. Interprets and follows-up all matters pertaining to the health of the school child, including the handicapped, by home visits, counseling of pupils, parents and teachers, and acquaints parents with the use of private physicians, dentists, clinics and other community resources.

3. Acquaints pupils, parents and faculty of available community health resources and social agencies, and encourages the use of these facilities to the fullest possible extent.

4. Guide teachers and parents to establish a good standard for what is normal, and to develop a sensitivity to variations from the normal and to report these variations promptly.

5. Guide parents in an understanding of and their emotional reaction to physical defects (visual, auditory, dental, orthopedic, nutritional, etc.), and help them make proper plans for the correction and treatment of these conditions.

6. Help parents to develop a proper attitude toward variations from normal in their children, such conditions as, asthma, cardiac, epilepsy, non-cor-visual and auditory and orthopedics and endeavor to have them recognize the value of continued medical supervision, where recommended.

7. Help parents to understand their responsibility in maintaining the best possible health status for their children.

8. Act as school health consultant to administrator, teachers, all school personnel and the community.

9. As soon as possible bring to the attention of the principal, the teacher, and the counselor, children who present health problems of an unusual nature, so that with the cooperation of the parents, prompt diagnosis, treatment, or school adjustment might be obtained.

10. Engages in health appraisal procedures required by law:

    Assists school physician with periodical medical examinations and visual screening.
    Assists teacher with growth screening.
    Audiometric screening.

11. Care of school emergencies, as, sudden illness, school accidents, suspected contagion, and uses each incident as a teaching opportunity. Emphasizes to pupils, parents and teachers this function so that it is understood and referrals for this service are carefully screened and limited to school-incurred accidents and illness.

12. Planned and special conferences with school personnel to include:

    Report of health status of the entire class - with interpretation of health records - interpretation of the importance of medical follow-up and the use of records in relation to follow-up.

    Instruction of first grade and kindergarten teachers in the use of the Snellen eye chart so that they may orient the pupils for the vision screening prior to the pupil's initial medical examination in school.

13. Plans a full preventive health education program which will include carefully prepared meetings with the faculty, the Home and School Association, special groups of parents, community groups, student groups and classes.

ROLE OF A CLASSROOM TEACHER IN THE "HEADSTART" PROJECT

OBJECTIVE:

To find ways to stimulate and to hold the interest of limited-deprived children so that they can be helped toward reaching their potentials.

WAYS AND MEANS:

I. Language Arts

a. Increase independent writing activities in all subjects.
b. Use testing program to learn more of pupil-progress and needs.
c. Attempt to establish a more effective oral and silent reading program.

II. Social Studies and Science

a. Make use of worthwhile activities to help increase pupil interest so that a desire to seek more information can be established.
b. Attempt to aid these pupils to become more aware of the relationship of peoples of the world.
c. Attempt to, in every way, have these pupils realize that they as entities should and must assume their roles (which are important) in this American stream of life.

III. Arithmetic

a. Devise more effective methods (with the use of various materials) to help these pupils learn basic fundamentals, so that they may work nearer to, or above grade-level.

IV. General

Attempt to devise an interesting and stimulating program so that good behavior becomes synonymous with the program.

A major purpose of this project is the involvement of teachers in successful experiences with children of limited background and their parents so that teachers will automatically change their attitudes and practices, where such change is needed, in order to continue their success with the culturally handicapped.

The teacher needs at least the following:

1. A positive point of view toward the culturally handicapped which can develop from a concern with the discovery of talent.
2. Special techniques for working with the culturally handicapped.
3. Materials geared to the needs of the culturally handicapped.
4. Understanding the technique of interviewing so that teacher-parent conferences may be meaningful.

Activities of this project specifically designed to meet the above needs of the teacher are:

1. Workshops

It is planned to hold a three-weeks pre-school workshop at the beginning of each school year for teachers and other staff members involved in this project.

In addition, fifteen one-half day Released Time In-Service Workshops will be held during each school year.

The following activities would be included in the aorkshops:

a. Orientation of the teacher

Developing an understanding of the culturally handicapped
Modifying any negative attitudes such as hostility, apathy, etc. toward the culturally handicapped
Building security - confidence of success with culturally handicapped
Developing techniques and skills for teacher-parent conferences.

b. Learning special techniques for working with culturally handicapped

Language skills for improving reading
Techniques for identifying talent and latent delinquency

c. Organizing specific curricular materials for use with culturally handicapped

Adapting existing materials
Developing new materials

d. Planning project activities

The availability of extra personnel, Consultants and other specialists, Counselors, and the Home Community Coordinator, should assist the classroom teacher to do a more effective job. These together with a greatly increased number of enrichment materials; books, films and film-strips may well serve to give the "Heights" program its needed push toward success.

The time has long since passed when teachers can rest contentedly upon their oars, satisfied with their own knowledge and their pupils' achievements. The stresses and strains and challenges of today's world dictate differently.

The Harrison "Heights" program provides as one of its major objectives a "Higher Horizons" project for teachers. John Dewey once said put into the environment what you expect to find in the child. We would paraphrase this as follows - put into the teacher what you expect to find in the child. Let not our program of "total enrichment" be merely child-centered, but teacher encompassing as well.

III. The Program as it relates to the Child

As this program is basically a child-centered one, bent on uncovering latent talent many specialized services will be instituted, including

1. Screening Procedures

Each child will be given a battery of tests to indicate

Need for Orientation center
Need for Language Laboratory
Proper grade placement
Need for home visitation

2. Orientation Center

A special room in each school for children who need specific help with

A speech pattern (language lag)

Reading or arithmetic deficiency
Social adjustment
The center will also provide the opportunity to observe the child closely in the hope that such observation would help identify talent or latent delinquency.

3. Team Evaluation

Children will be evaluated on a selective basis by the Co-ordinating Team to identify their special needs and to plan follow-up activities for them.

Special talent
Leadership ability
Academically talented
Health needs and attitudes
Potential delinquency
Need for home visitation

4. Talent Development

A carefully planned and organized program, in addition to the program provided all children, will be maintained which will

Utilize and develop leadership ability
Develop individual talent

This program will channel children with leadership ability or special talents into school activities. In addition, the school-community co-ordinator, working with the teacher and the parent, will attempt to channel the child with a special talent into the program of the community organization devoted to the development of that talent.

THE TALENT SEARCH PROJECT

A. Purpose

To identify, stimulate and motivate able students from culturally deprived homes and low socio-economic areas to continue their education through High School and College.

B. Rationale for Talent Searching

1. Trained human intelligence is our most valuable national resource.

2. We are failing to discover and develop this most valuable resource by numbers variously estimated as many hundred-thousands students each year.

3. The richest yield in the search for potential ability will be found among the economically, culturally and educationally deprived groups.

4. The lowest yield especially among these groups comes from waiting to tap the able until they have already reached 12th grade.

5. Our financial investment, and our applied energies and our technical instruments for the identification and development of submerged talent have been wholly inadequate both in absolute terms and in terms of our national resources, and of our educational budgets.

C. Major Components of the Talent Search Program

1. The identification of promising students, and the discovery of their aptitudes, interests and aspirations.

2. The stimulation and motivation of promising students.

3. The enrichment of the curriculum of promising students.

4. The application of techniques of individual and group guidance; of parental involvement and education, plus clinical service where necessary.

5. Involvement of class-room teachers in project through workshops, In-service training courses and staff conferences.

6. Finding the necessary aid - financial or otherwise for these talented youngsters.

D. Talent Search Project Specifics

1. Cumulative record-folder data must be read and analyzed for leads.

2. Group tests to be given
   (a) Philadelphia Verbal Ability - All 1A's
   (b) Other Philadelphia Tests
   (c) Iowa Test in Grades 4 and 6 only
   (d) Lorge-Thorndike Test in Grades 4 and 6 only
   (e) Harrison-Stroud Reading Profiles to be used after readiness program in 1A.

3. Teacher and Counselor observations and judgments.

A SYNOPSIS OF A PLANNED CULTURAL ENRICHMENT PROGRAM

1. To draw upon the Arrow Program of Fellowship House.
2. To bring in Speakers for our assemblies and parents groups - who have a success story - either professional or non-professional, preferably the latter because of a closer common touch.
3. Junior Red Cross involvement.
4. Volunteer workers if possible from the 6th grades.
5. Groups from other schools: Music, dramatics, science, arts, etc.
6. Training as guides, hostesses, patrol-members.
7. Homework helpers.
8. Using of the Room Mothers who could serve on trips.
9. Numerous and varied trips to places of interest, and musicals, children's theatres, sporting events etc.
10. More music groups within the school.
11. More Art work within the school.
12. A wide exposure to selected films involving other races, religions, world, country, state, city.
14. Utilization of our Staff Talent.

IV. How the Program Relates to the Community

1. The survey of and utilization of all Community Agencies toward the achievement of our objective.
2. Our assisting these above agencies in their attempts to do a better job.
3. The contacting of Religious, Business and Professional men of the area to enlist their support in our efforts.
4. To develop the strongest possible Parents Organization.
5. To supply to the parents groups speakers from
   (a) Health clinics
   (b) Insurance
   (c) Housing
   (d) Employment Services
   (e) Collaborators, Consultants and General Staff.

THE ROLE OF THE TEACHER-AIDE

1. To assist all new and substitute teachers in classroom management.

2. To seek out ways for enrichment, strengthening teaching and the creation of new materials.

3. By direct pupil contact to uncover potential classroom problem and suggest proper handling.

4. To aid in Parent Workshops.

5. To assist a group of F.T.A. on a voluntary basis teaching them the fundamentals of teaching.

CURRICULUM SPECIFICS

1. The following of the Scope and Sequence of all Curriculum Guides is necessary, this includes an overall familiarity with Bulletin 2333 - The State Elementary Course of Study.

2. The New Language Arts Supplement of the Reading Guide (1960).

3. Know the Arithmetic Overview by Claire Garber - Dist. 4 Collaborator.

4. Mandatory for all teachers the time allotment for Arithmetic by Mark Levin for a 40 minute period as follows:

   Daily - 10 Minute Drill on Fundamentals Operations
   10 Minute Remedial Drill, no more than 2 lines with time to check.
   20 Minutes for new work
   5 - 10 minutes for Enrichment.

   Care must be taken in terminology and basic Arithmetic concepts as more or less, before, after, between, borrowing etc.

1. We must know what to teach

2. How to teach it

3. Start at child's strongest point and proceed to weakest, so child daily experiences success.

4. Don't short change arithmetic.

5. Do not use Arithmetic as punishment or busy work.

6. Be enthusiastic about Arithmetic.

READING:

To overcome the inability of many children to relate to the content of many reading series we must have much more "experiential creative type reading." It is possible for children to create their own Reading books, but the child must be exposed to a wealth of Supplementary Readers.

All teachers become acquainted with all materials and helps provided for the project - publications, guides, catalogues, etc.

and THINK SUCCESS reminding ourselves constantly that

The "Heights" achieved by countless men
Were not attained by sudden flight;
But they while others laughed and played,
Kept toiling upward through the night.

Submitted 8/9/60

By.. Louis A. Potter
Harrison School